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ABSTRACT

This report pinpoints the need to upgrade workers' skills and the means for accomplishing this goal through the development of workplace learning programs (WPLPs). Labor supply and demographic trends that affect the nation's workplace are explored. An examination of training programs follows. General guidelines for establishing WPLPs, derived from a statewide survey in New York, are presented, followed by a review of collaborative efforts of labor unions, public education systems, and the business community. Brief summaries of relevant federal legislation and of federal and New York State funding sources are followed by recommendations for action by unions, by the education and business communities, and by the Federal and State Governments. An appendix contains the survey form. A bibliography and resource list totaling 80 items are included.
(KC)

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WORKPLACE LEARNING



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PREPARING THE WORKERS OF TODAY
FOR THE WORKPLACE OF TOMORROW

CE 055 342

"The organized labor movement realizes that education is not an arbitrary thing that automatically ends with a certain year of life, but that it must continue throughout life if the individual is really to live and make progress... [Unions] realize that education is an attitude toward life — an ability to see and understand problems and to utilize information and forces for the best solution of [life's] problems."

*Samuel Gompers
First President, American Federation of Labor
Address to teachers, 1916*

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INTRODUCTION

New York State is facing a workforce skills crisis.

The state's economy is undergoing profound changes requiring workers to have not only a command of basic skills but a set of new and different skills in order to function in a changing workplace.

How our state responds will determine whether New York will take its place as a leader in the new global economy or fall behind resulting in a stagnant economy mired in hopeless mediocrity. Governor Cuomo's goal of a "Global New York" can only be transformed from a dream to reality if the Empire State takes the steps necessary to create a truly world-class workforce.

For a healthy economy, New York must be able to compete globally by expanding into existing and emerging international markets by providing quality products at a competitive price. We cannot, and should not, try to compete by cutting wages and living standards to Third World levels, but by enhancing productivity.

In order to compete effectively in the international marketplace, New York State's companies are restructuring the way they do business by focusing on quality, flattening their organizational structures, introducing leading edge technologies, and involving workers from the executive level to the shop floor in the quest for quality and high productivity. The result is that the nature of work is changing from one of performing simple isolated tasks to engaging in complex functions often involving team work and problem-solving approaches. Technology is also requiring more skills than those needed in a mass-production economy...While not yet universal, these new forms of work are occurring in the service and public sectors as well as manufacturing. Thus, there is a trend toward both upskilling and multiskilling taking place in the workplace.

"We must confront the need to boost the skills of the workers, maximize the potential of all our citizens, and adjust to the rapid change transforming the traditional workplace of Americans. We are headed for a significant - and expanding, and expensive - skills gap. This gap must be narrowed."

*Ann McLaughlin
U. S. Secretary of Labor*

Some argue that while advanced technology increases, skill level decreases as technology assumes some of the workers' activities. However, research by Bartel and Lichtenburg (1987) shows that industries experiencing faster technological change employ workers with higher levels of education attainment.

Additional research by Thomas Bailey (1990) concludes that the "jobs of the future will require more skills, not less" and that "this will be true in the manufacturing sector, the service sector, among workers, and among supervisory personnel." Extensive research by Noyelle and Bailey (1989) in the apparel, textile, banking and business services along with Zuboff's (1988) studies of a paper mill, a bank and a telecommunications company further proves the future need for workers to have higher level skills.

These changes mean that public schools and our training programs need to be reevaluated and indeed restructured - if we are to create the highly skilled workforce the future will be demanding. The education reform movement has been debating the implications for our elementary and secondary schools. Although educational reform is necessary, the purpose of this study will be to focus on the current workplace.

Labor, business, education and government are all stakeholders in New York State's future. They all have much to gain from a vibrant economy. They all, also, have much to contribute to building that vibrant economy. The creation of a world-class workforce can only be accomplished by the stakeholders of New York State working in cooperative partnership.

How can we ensure a brighter future for our country while creating a highly skilled workforce?

Constructive changes, fresh initiatives, firm leadership and financial commitment must come from the State Legislature and Congress and be collaboratively aided by labor unions, a restructured education system and the business community.

This study will reflect the need to upgrade workers' skills and the means for accomplishing this goal through the development of Workplace Learning Programs (WPLP). Labor supply and demographic trends which impact on our nation's workforce will be explored. An examination of training programs will follow. General guidelines for establishing WPLPs were derived from the results of a statewide survey. Collaborative efforts from labor unions, public education systems and the business community will also be reviewed. Brief summaries of Federal and New York State legislation and funding will be followed by recommendations.

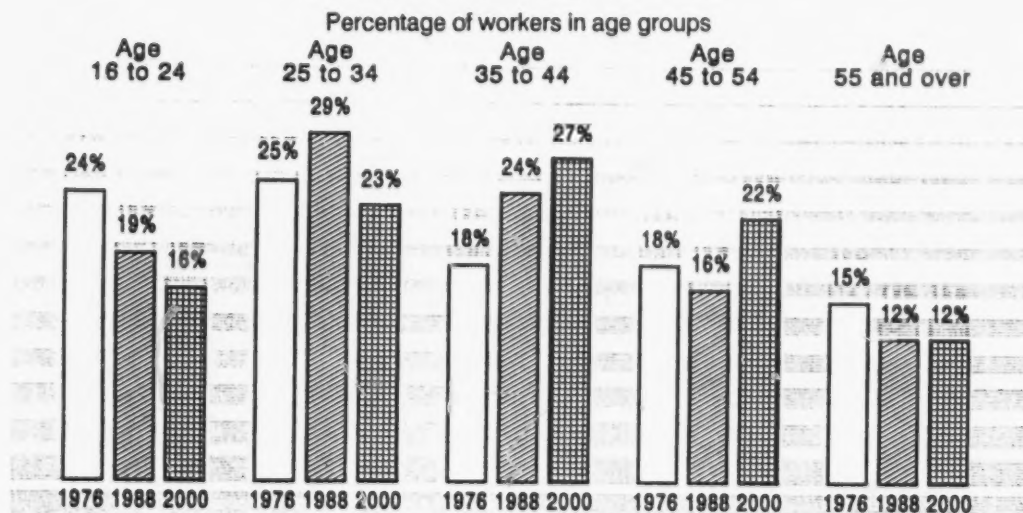
LABOR SUPPLY

United States Department of Labor statistics show that by the end of the century, 29 percent of the entrants into the workforce will be minority, double their current percent. Immigrants (legal and illegal) will represent the largest share with some 600,000 projected to enter the United States each year for the next nine years. More than 60 percent of all women eligible to work will be working, representing almost two-thirds of all new workers. Non-whites, women and immigrants combined will comprise nearly 85 percent of the total new workforce. Today, they combine to create only one-half.

The population and the workforce will grow more slowly between now and the year 2,000 than at any time since the 1930's. The average age of the workforce will rise while the pool of young workers will shrink. The above trends will remain true in New York State as well. The rate of women expected to enter the workforce will rise, while the rate of men will recede slightly. Numbers of workers between the age of 45 and 64 will increase from 2.5 million in 1990 to over 4 million in 2,020. Ethnic shifts in the labor force will be even more dramatic than age shifts. In 1990, about 70 percent of the labor force will consist of non-Hispanic whites. Another 14 percent will be black, 12 percent Hispanic, and 4 percent Asian. By the year 2,000, ethnic shifts will be apparent: 61 percent non-Hispanic white; 16 percent Black; 17 percent Hispanic, and 6 percent Asian.

Shifts which are emerging in our labor force will have a significant impact on educational institutions and the economy. Rapid growth among groups who traditionally have not fared very well educationally or economically raises several challenges for the economy, educational systems and the workplace. Older

Younger Workers and Older Workers are smaller share of labor force



Source: Bureau of Labor Statistics

workers will need continuous training to keep pace with technology, working mothers will need child care, and many workers will need English as a second language training.

WORKPLACE DEMANDS

Let us take a look at the emerging demands they will face in the workplace.

Industrial service and government sectors are being affected by external as well as internal factors relating to demands of the workplace. External factors cited include intensification of international and domestic competition, development of microelectronic technology and the sweeping changes in markets for goods and services.

Bailey (1990) has described the internal production process as being reorganized from a traditional "sequential" to an "integrative" system. The workplace is becoming a more innovative environment where learning is continuous and interaction with new technology more common.

This represents a qualitative change in the overall strategy of production with profound implications for skills and education. Competitiveness calls for an upgrading of lower-level positions, turning them into autonomous workers and investing them with greater responsibility.

For example, a machinist is now a technician who must have more personnel-management skills, be responsible for troubleshooting, maintaining, updating and exercising quality control. Combining more complex machinery, and highly technical operating manuals necessitates higher reading levels and computation skills. Also consider the secretary who no longer uses a typewriter but a complex computer that is constantly being updated. These are just a few scenarios portraying the profound changes in the skills needed in the current workplace, in the organization of firms, in the role of individual workers within firms and in the structure of industries. According to the American Society for Training and Development, an upgrading of workers' skills is unavoidable. By the year 2,000, three-fourths of all employed workers will need to improve and increase their skills.

This upgrading of skills needs to occur for many reasons: First, there is a trend in today's workplace requiring the worker to know more than one job - becoming the Jack (or Jill) of all trades. Individuals are required to perform multiple skills for their one job-title which previously was performed by several different workers with very specific skills.

Secondly, many American businesses, threatened by international competition, are pushing their workers to improve and increase productivity. Many think just introducing advanced equipment is the answer. The 1980s witnessed a debate over whether the introduction of new technology "deskilled" or "upskilled" work. Recent studies by John Bishop and others have concluded that while some "deskilling" has occurred, the overwhelming trend is toward "upskilling."

Despite these trends, the one variable that has remained constant is the worker. Many workers do not have the basic reading, writing and math skills required to operate the new equipment or function in the new job. Most older workers have been out of the education system for over 20 years. Some of them may have the basic skills but do not have the higher-order thinking and problem-solving skills to continuously respond to an ever-changing and unpredictable workplace. Additionally, many are unable to transfer their skills across multiple-worker settings.

EMPLOYER OPTIONS

It is crucial for employers to realize that the key to gaining a competitive advantage lies in the development of their workforce. Empowering workers with the appropriate skills to do their jobs efficiently and effectively will ensure that both the employer and employee have a future.

As the complexity of each job increases, so must the skills and adaptability of the worker. Many workers will simply be required to learn a new computer software program, others will have to learn to operate an entirely new machine, others will have to work in teams, fill out new paper work and still others will face the challenge of performing a completely new job. Recognizing the rapidly changing pace of technology and the nature of work, it is futile to train a worker for a narrow, specific job. The job may change tomorrow requiring retraining. Employees will need to continuously upgrade their skill levels to keep up with changes. The new workplace is increasingly becoming a learning environment.

Although training for some workers may mean refreshing and upgrading of current skills, for others it could require learning English as a second language, or reviewing and improving basic reading, writing and math skills. No matter what skill level the worker is at, s/he will need basic skills as a solid foundation in order to perform as the multi-skilled worker of the future who will constantly be required to retrain, upgrade and update (requiring higher order learning, problem solving, team work and thinking skills) in order to be effective in the labor market of tomorrow.

A recent report entitled, *The Learning Enterprise*, revealed that only 10 percent of all workers receive any kind of formal training on the job. Most of them are "managers and technical elites". It also reported that employers spend less than 1.5 percent of their total payroll costs on the education and training of their employees.

However, faced with the prospect of a shrinking and under qualified labor force, and an increasingly competitive market, employers are left with no option but to invest in continuous training of all their workers providing them the opportunity to learn and become more productive employees.

According to a survey of the nation's largest industrial and non-industrial companies, 71 percent of the human resource executives surveyed believe that the most important issue American companies will face during the next decade and beyond is building and keeping a qualified workforce. With this future outlook, American businesses in cooperation with labor, government, and education must take an active lead in preparing the workforce of today for the workplace of tomorrow.

EDUCATION AND TRAINING — *The Bread and Butter of Our Future Workers and Their Families*

Defining Literacy

Reading is a basic tool of society which most of us take for granted. For many it is a handicap they hide due to fear of losing their job, ridicule from coworkers or family, lack of confidence or communication skills to ask for help. Low literacy skills can be a barrier to full participation in the workforce, the community, the union, and even of their children lives.

There are as many ways to define literacy as there are individual definitions for happiness. Depending on the need and purpose for defining it, we are all illiterate at something, whether it be reading, auto mechanics, or computers, to name a few. For the purposes of this paper, literacy is defined as the continuum of basic skills necessary for an individual to function effectively in their world and affording them the opportunity to expand that world at any time s/he so chooses. Due to the lack of a universal concrete definition of literacy, it is difficult to determine the number of Americans who are illiterate. Experts estimate the number to be between 20 to 30 million.

When referring to literacy or education and training for the workforce, the description encompasses a continuum of services (see Figure 1): A number line which begins at the very basic skill level of elementary (primary) math, reading, writing, oral communication and runs the gamete with hundreds of points in between until reaching the other end — specific and high-level job-related skills. This represents a continuum of lifelong learning. All workers will fluxuate between points as their jobs or needs change. Basic skills are essential if a worker is to keep reskilling, updating and adapting to the changing nature of work.

Continuim of Skills

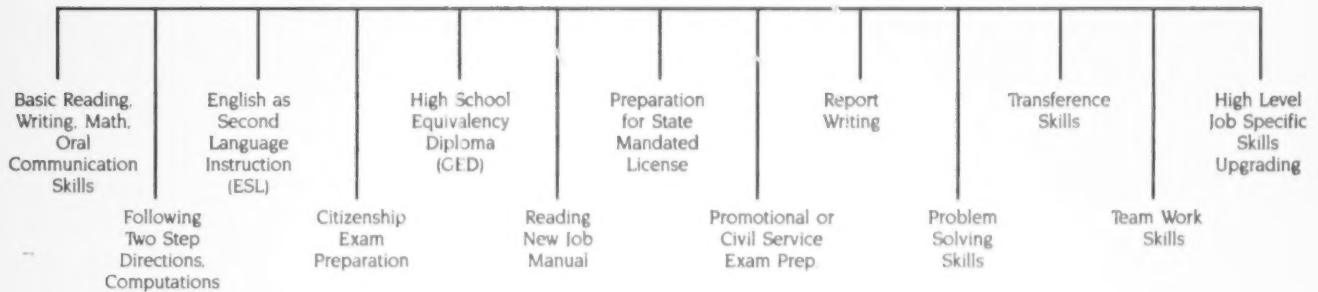


Figure 1

Types of Programs

Why then is this continuum of services so important for the future of our economy?

Consider the worker who has low basic skills and is working at a job which requires 9th-grade-level skills. This worker, compared to a coworker at a 9th grade level, will have a proportionately higher number of errors, poorer product/service quality, lower productivity, increased absenteeism and most likely a low self-esteem. This will have an overall affect on the employers profits and eventually market competitiveness. The degree of the impact will be directly proportionate to the number of workers the employer has who have a similar lack of basic skills.

Many employers see the answer to the above problem as being firing or demoting. However, it is less expensive to train or retrain an employee than it is to fire one and then recruit and hire another. Employers are beginning to realize that recruiting employees is an expensive and timely process in the labor force that is shrinking and has a majority of under-qualified-prospective employees. Employers would be wiser to retrain their current workforce and upgrade their skills.

This is especially true for those employees who have been working for 10-20 years, are loyal to the employer, know the company's culture and customers and have good work habits. These are attributes workers acquire through years of experience which can not be learned from a text book or lecture, or recruited immediately from a newly hired workforce.

The changing nature of work/jobs is so rapid that it is impossible to find an employee that fits an exact job description. The fact is that workers of the future will lack the rudimentary skills needed to learn a job while others will have skilled jobs which require constant upgrading due to the rapid integration of technology and jobs requiring multi-skilled workers. The employer will have to train that employee, no matter how skilled, to be the ideal employee. Has anyone ever taken a job where s/he could, on the first day, start working as if s/he had always worked there?

Employers can no longer turn a blind eye to the skills gap, or be concerned about the cost of training their workers. They must see education and training as part of the cost of doing business in order to stay competitive in today's global marketplace.

Education and Training Program Options

The term "workplace literacy" is often a misnomer for several reasons. Rarely do programs focus solely on literacy training. Programs are often run outside the workplace and many others do not conduct training relevant to the workplace. For these reasons the New York State AFL-CIO uses the term Workplace Learning.

Education and training programs should all have a literacy component. Efforts need to be made to identify skills necessary to do each job. It is also important to understand that there are different levels of proficiency within skill areas. Once these levels are identified, developing curriculum and providing appropriate instruction for all workers will be made easier.

Throughout the continuum of education and training, constant emphasis must be placed on the individual learner. It is imperative that all lessons be relevant to the learner and are interfaced with real life applicable examples. Most importantly, the instruction must be relevant to the worker's everyday job. Research by Dr. Larry Mikulecky (1984) has shown that education and training programs which do not focus directly on job-related tasks will not have a positive and long-lasting effect on job performance. For maximum retention and transfer of basic skills, he recommends training programs which use job-related materials, or what many refer to as contextualized learning.

If a student walks into a workplace learning program class with a specific goal in mind, the instructor must be attentive to those specific needs or s/he will lose the student. For example, if a worker walks into class and wants help so s/he can pass the Commercial Drivers License (CDL) exam, should s/he read passages to improve his/her reading comprehension and answer the 10 questions at the end? By a teacher's standards, s/he may need to improve his/her reading comprehension but that is not his or her goal. Instead, s/he should be working with specific CDL materials, learning the vocabulary and even some test-taking skills.

When it is a question of needing basic literacy skills instruction, it is often difficult to recruit and retrain workers who would most benefit from it. Many will deny their needs, covering up their skills gap with excuses like: "I forgot my glasses," or "I did not have time to read the manual because my kid was sick - could you just show me how it (the new machine) works?" If new equipment is added to the workplace, job responsibilities change and require different skills. If a promotional exam is about to be given or a job opening occurs, chances are there will be many workers in the workplace who could benefit from literacy instruction. Instruction will be most effective if it is presented to the worker as a way of achieving a specific goal/purpose for the individual. Their interest and motivation to learn will be higher if the instruction is job related and they can see that it is relevant to doing their job more successfully. The old adage "if you don't use it, you lose it" is very appropriate for this situation. Retention of the learner can best be achieved by individualizing instruction and making it relevant to the worker's specific job.

Who Should Run the Program?

So much of this decision will be based on your individual situation. If you have a very large, financially sound and active union with strong leadership, you will most likely be able to run a program independently. However, the majority of unions will need to team up with any number of institutions and agencies in order to offer their members a comprehensive and effective program.

A large number of WPLPs have been very successfully run by a joint union/management approach. There are several reasons for this: The bottom line for the union is wanting what is best for the workers; securing their jobs and improving their chances for advancement. The union is itself made up of those workers who the program will be serving so they know first hand what skills are necessary to do a specific job.

While management is involved in developing and running the program it sends out a clear message that they are interested in investing in their workers. However, their motives may be questioned and it is up to the union counterparts to research and answer those questions. Management has the advantage of knowing the

Reasons Why Workers May Want An Educational Program

- Qualify for a promotion at work
- Help children or grandchildren with schoolwork
- Change occupations or employers
- Meet new job certification requirements
- Get a high school equivalency (GED)
- Prepare for college
- Take college courses or earn a degree
- Meet citizenship requirements
- Learn English as a second language
- Master functional skills needed in everyday life
- Read to their children or grandchildren
- Enrich themselves intellectually
- Increase their self-confidence
- Become more active in the union
- Participate more fully in community and civic affairs

Prepared by AFL-CIO
Human Resources Development Institute
January 1990

future plans and directions of the company which can be helpful in determining the future skills needed by workers.

Overall, a joint program allows for overlap and compensation of capabilities while ensuring that everyone's needs and goals are met.

DESIGNING A PROGRAM

Every program should be responsive and flexible in order to meet the individual needs of the workers. It is important not to begin a program or agree to get involved in a program, for the wrong reasons. The primary goal should be to create a skilled workforce which can easily meet the demands of the jobs they will perform. It should benefit both the coworker and the worker.

If the fundamental needs of the workers are not considered, the program set up will not properly address the problems faced. For example, a supervisor reports that there is an unusually high number of accidents happening. He recommends to management that a generic literacy program be developed because the workers cannot read the new safety and health rules and signs management posted. A better solution to this problem would have been a safety and health awareness education program. The workers did not understand the hazards of the new workplace or why certain safety measures were necessary. A six-hour safety and health course would have eliminated 95 percent of the problem and allowed union/management to determine who really needed literacy training rather than force all the workers to take basic education classes.

Steps for Developing a WPLP

1. Create a WPLP Team

- * The team should consist of representatives from management, the union, and workers.
- * Meet frequently until the program is established and running, then once a month for maintenance and evaluation.
- * An atmosphere of shared decision making must prevail in order to insure success.

2. Conduct an Environmental Scan

- * Identify the worker's needs through a needs assessment survey.
- * Determine the goals and needs of union and management.
- * Pay close attention to what each group considers the program's purpose to be.

3. Agree and Prioritize Goals

- * Agree on the purpose of the program.
- * Develop short- and long-term measurable goals.
- * Do not begin with too many goals and be cautious about making them too narrow or confining.

4. Identify Funding Sources

- * Negotiate a union training fund where a portion of each dollar earned, or percent of everyone's pay check, is designated to fund the WPLP.
- * Negotiate for 50-50 release time for workers. For example, a worker takes a 2 hour class and 1 hour is on the clock and 1 hour is volunteer time.

- * Determine eligibility for state and/or federal monies by contacting the appropriate office of the New York State AFL-CIO, New York State Education Department, or the New York State Department of Labor.

5. Define Administrative Roles

- * Decide who will administer the program.
- * A joint approach is recommended and specific roles and responsibilities should be laid out.

6. Contact Additional Resources in Area and Hire Instructor(s)

- * A well-rounded program that will satisfy all workers' needs will have a working relationship, referral outlet, and input from educational institutions (public schools, BOCES, Community Colleges, Universities), literacy volunteer organizations, existing WPLP (so that you do not reinvent the wheel or overlap services) and any other organization in the area that is involved in adult education.
- * One representative from each of the organizations who chooses to be involved should be asked to be on the WPLP team as well as the instructor(s).
- * Instructors can be hired in-house or through educational institutions.
- * Instructors must have an understanding of adult learner's needs and know the jobs of the workers in order to tailor educational programs to the individual.

7. Develop a Strategic Action Plan

- * A WPLP team should meet with their respective people and discuss the current program plan.
- * Representatives should bring back their comments and criticisms in order to develop an action plan.
- * Include measurable short-term objectives which lead to the goals defined in step three.
- * Each of those goals must be broken down into measurable and evaluative steps to ensure that the program stays on target and is accountable to the workers' needs.

8. Determine Site(s) and Time(s)

- * Decide whether to have your classroom(s) on or off site. The chart below illustrates the pros and cons.
- * Decide when to offer classes. Decision should be made to suit the workers. It is recommended that classes be held immediately prior to or immediately after all shifts.

On-Site
Job specific equipment/materials on hand
No transportation difficulties
Convenient
More conducive to joint union/management training partnerships

Off-Site
Change of atmosphere
Privacy from coworkers
Integrated several companies classrooms
Optimize exchange of ideas, networking

9. Recruitment

- * When publicizing your classes, pinpoint your target audience. If it is a basic skills class, you do not want a poster with a lot of words on it. A personal invitation by a fellow union member or word of mouth have been most effective.

- * Greater success has come from running one class that all workers need or can apply to their job. During class, the instructor(s) determines who, if anyone, needs basic skills training. Basic skills and skills upgrading classes should be ready to begin so that they can be announced at this time.
- * For general publicity and awareness of a new program at the workplace, it may be beneficial to hold a WPLP information meeting for all workers. The purpose will be to explain the program, its history, goals, how it will help them and to introduce the key players.

10. Evaluate Success

- * After the initial class or classes, the team should meet again to discuss and assess the evaluation forms filled out by workers who attended the class(es) and iron out any bugs
- * Determine the future directions of the program by predicting future worker's needs.
- * At this point, many workers may need career counseling to determine additional training needs.

Potpourri of Ideas

- Workers are more motivated to learn a new skill if they can see how the new skill will positively and directly affect their job.
- Develop a program that combines the Building Trades apprenticeship with New York State United Teachers mentoring program to create **shadowing**. A program where one hour of classroom work - using job specific materials, vocabulary, tools of the job, etc. can be combined with one hour of shadowing a coworker. This would be followed by a discussion of all involved which bridges the classroom and shadowing period. Discussion would revolve around everyone's observations, concerns, and questions. The three hours would conclude with an agreed upon set of goals for the next day.
- Shadowing gives the worker a nice blend of theoretical and practical training while optimizing the workers' incentives for learning.
- Sixty-seven percent of women with children under the age of three are in the workforce and one out of every four families is headed by a single parent. These statistics alone indicate the need for employers to consider child care programs at the worksite. Many programs are entering into transgenerational programs where workers and their children learn together. There are various ways to set up these programs and funding is available.
- Often the parameters of the workers' needs expand across the boundaries of a WPLP. A worker's personal problems are the employer's concern because they can affect a worker's job performance, increase the number of absences, tardiness, etc. Referral sources should be made available for these workers.
- There are hundreds of WPLP options, all of which vary in degree, and are dependent only on your workers' needs, (and sensitivity to them), the creativity and resources of your WPLP team and everyone's desire to create a better workforce.

Options for Those Who Choose Not to Develop a WPLP

- Refer workers to appropriate area programs or join with another WPLP that is already running. They can be found at the local public schools, BOCES, Community Colleges, University or other worksites.
- Consider providing your workers with transportation to and from these sites.
- There are several volunteer organizations which are funded through state and federal dollars such as: **Laubach Literacy Action** which has 85,000 volunteers across the country who tutor 125,000 students a year, and **Literacy Volunteers of America** which reach over 20,000 people in 19 states. Their 24-hour

hot line number is 1-800-331-0931. They offer free one-on-one tutoring and are often located in libraries, churches, and community centers.

- **GRASP (Giving Rural Adults a Study Program)** is a program that is specific to New York State but the concept can and should be adopted throughout the nation. It is a GED preparation home-study program conducted through local library courier systems for adults reading above an 8th grade level. The New York State Education Department provides seed monies to local education agencies and after three months the program generates formula aid. This is an excellent opportunity for someone with a rigorous schedule to engage in basic skills education.
- For many people, individual basic skills tutoring by volunteers is the only alternative. They work for a very small employer, live in a rural area, seek exclusivity, have unusual working hours or just want to improve skills.

There are many alternatives to educational training, various providers, and many workers who need it. The next section will explore some ideas about how different sectors of our society, which greatly influence our workforce, can assist in affording the workers of today and tomorrow the skills and education they need to do their jobs effectively each day.

UNION'S ROLE

Unions have always used the bargaining table as a vehicle toward obtaining better conditions for their members as their needs and workplace demands change. It should be no surprise that for centuries unions throughout the U.S. have been actively involved in a wide range of WPLP efforts.

Millions of workers around the country use union-won programs to enhance their skills across the continuum of lifelong learning. Many begin with basic skills to work toward their high school equivalency certificate while others enroll in college degree programs. According to *Labor's Role for Upgrading Literacy in the Workplace*, "Today, industrial and services unions have negotiated educational funds with their employers and set aside annual amounts for WPL education that far exceeds the funding levels for all WPLP in the entire budget of the U.S. Department of Education."

The New York State AFL-CIO envisions an environment for all workers where every employer is committed to an effective lifelong education and training program for its employees. For this to be a reality, employers must view workers as an asset to be developed, not a cost to be controlled.

Once employers recognize the future workforce needs and experiences international competition first hand, they will be eager to act. While skilled workforce shortages are a major problem to large employers, it is also an issue that is increasingly being faced by small and medium sized employers. While some small employers may be reluctant to provide WPLPs out of fear that the employee will leave for a better job opportunity because of newly acquired skills, unions are primarily concerned with improving the skill levels of all their members. Thereby, raising the general skill level of the workforce. In those instances unions are in a good position to help initiate WPLP partnerships with employer consortiums.

"The most frequently cited studies and reports on workplace literacy describe union-involved programs as the largest, oldest and most exemplary in the country. These include The Bottom Line, a joint publication of the U.S. Departments of Education and Labor, and Workplace Basics: The Skills Employers Want, published by the American Society for Training and Development (ASTD) with support from the U.S. Department of Labor."

Worker-Centered Learning: A Union Guide to Workplace Literacy, 1990

A WPLP is an important function for a union to initiate, develop and implement for its members. The union speaks the language of the worker and is already trusted and respected for its role as a supporter of workers' individual needs. Workers are more likely to confide their need for basic skills training in a fellow union member.

This is especially important because of the stigma often attached to literacy training. Coworkers are able to recognize when their colleagues have problems and can be influential in encouraging them to seek assistance.

A large number of unions have well-established educational programs. Within the unions, many members already have experience in conducting a job task analysis and writing curriculum for training based on that analysis. They understand the job and can break it down into pieces because they perform that job themselves. The task can best be done by the people who will be most affected by it — the workers.

The New York State AFL-CIO recognizes that as our economy and society becomes more complex, so do our workers' literacy requirements. Our members, and all Americans, will need to be able to read, write, compute and problem solve at higher levels. Thus, as workers, they will not only be able to perform their jobs; but be more effective parents, consumers, and citizens.

NEW YORK STATE AFL-CIO WPLP SURVEY

In December 1989, the New York State AFL-CIO surveyed all its affiliates in New York State excluding local teachers. The purpose was to determine the extent of their involvement in Workplace Learning Programs which involves basic skills, GED, ESL, on-the-job training and skills upgrading to master changing requirements in their current position or for purposes of promotion or to meet new government mandates. The following general information and statistics have been derived from a survey conducted by the New York State AFL-CIO (see Appendix for sample).

General Information

Twenty percent of the surveys were returned representing over a half-million workers across the state. The wide distribution of returns represented a wide range of program styles, geographic locations, membership size, and classes offered. Fifty-two percent of the surveys returned were from unions who have Workplace Learning Programs. The returns are a representative sample of the 2.3 million members of the New York State AFL-CIO.

A large majority of the responses indicated that their members experienced problems in the workplace due to the lack of basic skills, a high school diploma, mastery of English, changing job requirements due to the introduction of new technology, reorganization of work (eg: from individual to teamwork), promotions, or new job requirements.

When asked what skills they felt their members needed, 47 percent indicated job-skills upgrading with reading/comprehension close behind. One-third reported that their members needed math computation, oral communication and computer literacy.

An overwhelming number of unions, whether they had WPLPs or not requested assistance from the New York State AFL-CIO in securing funding. A large number were also very interested in receiving technical assistance and information on other Workplace Learning Programs.

For those unions which have a Workplace Learning Program, it was disheartening to see how many of them were unaware of other similar programs in their area. This limits the programs ability to offer its workers a wide variety of services to fit each worker's individual needs. In a disturbing finding, unions including those that had programs were unaware of other WPLPs in their area. This illustrates a need for a statewide education effort to inform unions of the need for WPLPs, financial assistance available and of programs in their region.

Program Characteristics

Seventy-seven percent of the unions with Workplace Learning Programs (WPLP) indicated that the most effective way to implement a WPLP was through a joint union/management approach. Respondents indicated that joint sponsorship insures that the needs of both the employer and employees are being met, provides

for future mutual participation in program design, development and implementation and promotes confidence in program value and stability.

Nearly half of the programs indicated that the daily coordination of their program was the responsibility of the union. Union coordinators spent an average of 58 percent of their time with their program while the management coordinators spent 36 percent of their time. Joint union/management coordinators spent an impressive 98 percent of their time coordinating their programs. With little exception, the program coordinators salaries amounted to about 15 percent of the overall program budget.

Of the unions who responded, 78 percent had some type of an oversight committee which met on the average of once a month. The role of the committees ranged from limited advisory to complete control of the program.

Program Recruitment

It was a general consensus that the most effective way to promote classes is through word of mouth, newsletters, letters in their paychecks and through direct mail. Classes were generally open to all workers and 60 percent of them attended classes on their own time.

The average students completion rate was 79 percent representing an average of 424 students per program and a yearly average of 11,862 hours of instruction. Most reported that program drop outs were largely due to personal problems and family commitments.

Instruction

Most programs used the John Test and/or the Test of Adult Basic Education (TABE) for assessment. However, several programs indicated that they did not test or that they developed their own. Overall, the TABE was reported as being useful while the John Test was not.

There were no instructional materials that were universally used. Most preferred to develop their own instruments to ensure that they would be job specific and appropriate for the adult learner. Many indicated a frustration due to the lack of commercial job-specific materials.

Instructors of the programs teach on the average of 6 hours per week and earn \$27.22 an hour with no benefits. The average hourly rate is high due to the fact that company employees who function as instructors receive their normal rate of pay. Only one program reported having a full-time instructor. Mean class size was 16.

Program Evaluation

Ninety-eight percent of the respondents were satisfied with their programs because they felt confident that they were providing the workers with a much needed service. Many cited the lack of adequate financial resources as barriers to expanding and improving programs.

Model program recommendations were used to develop guidelines found on pages 7, 8 and 9. The recommendations centered around getting workers involved in the planning and negotiation of on-the-clock classes.

Recommendations were made by many to avoid mandatory classes, program duplications, and classes that are not job related.

While they expressed having to face major obstacles like financial restrictions, workers having to take classes on their own time, or the lack of commercial job specific materials, all respondents expressed a desire to expand their programs indicating the number of courses, hours offered and participants.

Unions Without a WPLP

Respondents indicated a need for a WPLP to upgrade skills of their members noting that their members were in need of two or more of the skills listed on the survey. There is a gap between union leaders and members' perceptions of the need for skills upgrading. A large percent felt that their members did not perceive the need and therefore would not be likely to take advantage of it. Evidence indicates that when programs are begun, albeit small workers come to realize their need for skills upgrading, through word of mouth workers can share the value of the experience with their coworkers and the program can grow.

Sixty-nine percent of the unions without Workplace Learning Programs said that their members needed a program. Only 12 respondents indicated that they thought members would not take advantage of a WPLP if it were offered to them. They also indicated that their members did not experience any problems in the workplace that they could attribute to lack of education, training or literacy skills. However, half of them stated that their members were in need of two or more of the skills listed in the front of the survey. (see survey in Appendix) This contradiction suggests either that the workplace has not yet demanded higher level skills or that the workers have learned good compensation strategies.

Sixty-five percent of the responses showed an interest in starting a WPLP. Seventy-two percent wanted a jointly run program and 36 percent desired one run by the union.

There were only 11 unions that knew of programs in their area that offered Adult Learning Programs and they were all at BOCES or a Community College.

NATIONAL INITIATIVES

At the **Education Summit** in September 1989, President Bush and our nation's Governors established six national goals. Goal number five is entitled, *Adult Literacy and Lifelong Learning* - It states that by the year 2000, every adult American will be literate and will possess the skills necessary to compete in global economy and exercise the rights and responsibilities of citizenship.

Objectives of goal five are:

- Every major American business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills needed to adapt to constantly emerging new technologies, new work methods, and new markets through public and private vocational, technical, workplace or other innovative programs.
- The number of quality programs that are designed to serve more effectively the needs of the growing number of part-time and mid-career students will increase significantly.

Project Literacy U.S. (PLUS) was initiated in 1987 primarily as a public services campaign to raise awareness regarding the problem of adult illiteracy in the United States. Nationally, some 425 self-supporting community-based PLUS Task Forces are promoting adult literacy programs. In 1990, the focus of PLUS will be workplace literacy. For further information write:

WQED/Pittsburgh
4802 Fifth Avenue
Pittsburgh, PA 15213
Project Director: Margo Woodwell
(412) 622-1320

Barbara Bush Foundation for Family Literacy provides grants for intergenerational literacy projects. Funds are generated through private and business donations. To make a donation or receive details write to:

1002 Wisconsin Avenue, N.W.
Washington, D.C. 20007
(202) 338-2006

The National Center on Education and the Economy established a Commission on the skills of the American Work Force. Co-chaired by Ira Magaziner, noted business strategy consultant, Bill Brock and Ray Marshall, former United States Secretaries of Labor. It is studying business and government strategies of seven other countries to gather an international data base of methods used to raise skill levels of line workers in the United States. They will also look at ways of implementing change in our school system which will ensure that youngsters have the skills necessary for tomorrow's workforce. The report will be released June 19, 1990 and is available by writing to:

39 State Street
Suite 5000
Rochester, NY 14614
(716) 546-7620

Secretary of Labor Elizabeth Dole has announced the formation of the **Commission on Achieving Necessary Skills (SCANS)**. The Commission, chaired by William Brock, is charged with defining the basic skills which American workers will need to close the gap between education achievement and workplace requirements.

The Educational Testing Service (E.T.S.) has named a 12-member panel of education, business, and labor officials to define literacy as part of a forthcoming federally funded study of adult literacy.

The National Adult Literacy Survey, to be conducted in 1992 by the E.T.S. under contract to the Education Department, will assess the literacy skills of a national sample of adults ages 16 to 64. As part of the four-year effort, the panel will develop objectives for the assessment and produce a document to inform policymakers about current research in the field.

FEDERAL LEGISLATION

Major proposed legislation which will influence the future of Workplace Learning Programs has yet to be enacted. Senator Paul Simon's *National Literacy Act of 1990* and Congressman Tom Sawyer's *Adult Literacy and Employability Act of 1990* both are awaiting passage by Congress.

The following Federal Government programs currently provide support and/or services to the field of adult literacy. However, many of the programs are currently undergoing legislative changes. Forrest Chisman in his report entitled, *Jump Start: The Federal Role in Adult Literacy*, does an excellent job of recommending changes in each of the following major programs which would enhance the Federal Government's role in this field.

"American workers are the single most valuable economic resource the United States possesses. To ensure that the workers are adequately educated and trained, the United States needs a national strategy for education, training and retraining."

*America's Competitive Challenge,
The Need for a National Response,
1983.*

Job Training Partnership Act - Money to provide basic skills and job training to Disadvantaged Youth, Title IIA; Disadvantaged Adults, Title IIB; and Dislocated Workers, Title III.

Carl D. Perkins Vocational Education Act - Assists vocational education students and teachers with basic skills and programming building avenues respectively.

Adult Education Act - Basic skills, high school equivalency and ESL instruction.

Family Support Act of 1988 (Welfare Reform) - Welfare recipients can receive education, training, job placement and other services needed to become self-sufficient through employment.

Even Start Program - Family literacy programs which teach basic skills to both parents and their children.

Volunteers In Service To America (VISTA) - Supplies volunteers to local literacy programs.

For current information or further details on the above programs contact the New York State Department of Education or Labor.

FEDERAL FUNDING SOURCES

U.S. Department of Education's Office of Vocational and Adult Education sponsors several competitive grants such as:

National Workplace Literacy
Adult Education for the Homeless
National English Literacy Demonstration Funds
Immigrants or Migrant Farmworkers
Library Literacy Program
Training for Literacy Volunteers
VISTA Literacy Corps

To obtain current funding information and applications, write to the offices: Division of Adult Education and Literacy

Switzer Building, Room 4428
400 Maryland Avenue, S.W.
Washington, D.C. 20202-7240
(202) 732-2270

Additional funding for worker education training may be available from private organizations, foundations and individual companies. Contact the New York State AFL-CIO for names of persons to contact for further information.

NEW YORK STATE FUNDING SOURCES

Employment Preparation Education (EPE) - Formula aid for persons 21 years of age or older who do not have a high school diploma or a high school equivalency diploma. Fundable activities are adult basic education, English as a second language, high school equivalency, life skills, job clubs and external high school diploma preparation. Also included are regular high school classes that are credit-bearing, and secondary level occupational courses.

Institutional Eligibility: Local education agencies and BOCES must submit an application.

Employer Specific Skills Training (ESSTG) - For employers who want to assess their workers' training needs, develop job-specific curriculum and provide training.

Institutional Eligibility: Employers must assess the funds through their Regional Education Center.

Competitive Grants from SED Include:

Adult Literacy Education (ALE) - Provides adult basic education, GED exam preparation, English for speakers of other languages, and life skills programs to economically and educationally disadvantaged adults functioning below the ninth grade level or unable to speak English.

Institutional Eligibility: Not-for-profit agencies which include two- and four year colleges and universities, community-based organizations, public and free association libraries and volunteer agencies.

Workplace Literacy Program - Funding is available for teaching adults reading, writing, and mathematics to the twelfth grade level; English as a second language; and secondary school instruction not included in the high school equivalency. Such instruction could include: computer literacy needed for robotics or for numerically controlled manufacturing; the algebra needed for statistical process control; the binary math needed to program automated guidance vehicles; or the communications skills such as report writing, listening and speaking needed to perform in a work team. Curriculum is directly related to the ability to perform occupational tasks, but does not include specific occupational skills.

Institutional Eligibility: Labor organizations, their federations, or organizations of employers acting in consortium with labor organizations and a local education agency as the fiscal agent.

CONCLUSION

An explosion of technology not seen since the Industrial Revolution, increased international competition, the changing nature of work and workforce demographics have propelled a major restructuring of the workplace. In general, work has moved from a one-task sequential process to one that is more integrated and multi-skilled. Education and training are catalysts for increasing the integration of previously separate functions. This integration process does not stop with WPLP's.

In order to better promote reform in integration of a skilled and continually trained workforce, it will be necessary to evaluate the framework which provides the foundation for this reform. This framework is built upon four basic building blocks - labor unions, business community, education agencies, and Federal and State governments. These entities must work collaboratively to ensure a highly skilled workforce for tomorrow.

A look at how each contributes towards the mutual attainment of the goal of producing a well-educated, and internationally competitive workforce leads to suggestions for the eventual realization of this shared goal. Those recommendations for each are as follows:

RECOMMENDATIONS

Labor Unions

Unions must begin to branch out and offer their diverse membership all of the education programming they individually need. This could add to the meaning of unionism and the image of what the union can do for its members, further strengthening the notion of workers helping workers. Future workers will begin to see WPLP's as a bargaining chip they are not willing to give away if their jobs are threatened by lack of skills.

The New York State AFL-CIO must be influential in the restructuring of the workplace. In order for the workers to meet the higher expectations demanded

"Labor welcomes the national interest in workplace literacy which supports unions' longtime advocacy of basic skills training... We urge all affiliates to assist their members in improving basic skills through collectively bargained programs or in partnership with public education."

*1989 Convention Resolutions,
AFL-CIO Constitutional Convention*

by the employer and to remain competitive, workers need continuous training. Workers ought to be an integral part in planning this training program. They know what the job requires and what skills they do not possess but need. Workers input and empowerment are critical to a training program's ability to meet the ever changing demands of the workplace and individual worker's needs.

- Labor unions must be a vital part of the workforce literacy "crisis" solution.
- Unions should use the New York State AFL-CIO as a referral source for providing information on WPLP's such as: developing a needs assessment, offering technical assistance, assisting in setting up program, providing information on other literacy services and funding sources available.
- The New York State AFL-CIO must encourage its affiliates across the state to develop WPLPs.
- Every Central Labor Council should have an educational/ training committee comprised of area teachers with adult education background, directors of WPLP's, representatives from the community colleges, BOCES, school districts, apprenticeship directors, local business CEO's, politicians, and union workers themselves.
- Labor unions must become the vehicles that bring education and training to the workplace for the workers.
- Unions should negotiate training funds.
- Unions ought to encourage more interunion exchanges of services, i.e., exchange curricula, materials, teachers who have a specialty, members needing a specific skill can go to another union that is running that class, etc.
- Unions should develop more consortium programs where several union, education institutions, and businesses collaborate. This saves on the individual cost burdens of administration, equipment, space, etc. Each will have something different and unique to add to the overall program.
- Union halls ought to be used as classrooms. They are less threatening than a school and it is positive publicity for the union.
- Businesses that are in fear of going under due to poorly skilled workers may want to have a union, who has a WPLP, come in and train their workers.

Business Community

New York State businesses will increasingly see the need for workers to improve upon higher order skills. The business community's biggest commitment to ensure a competitive edge in the state, national and global, economy must be to shift away from "quick profit" and towards long-term investment in worker skills training/upgrading. Businesses may encourage this shift via the following recommendations:

- Business must realize that their ability to compete in a world market depends on worker's skill level.
- CEO's across the nation must make public and adult education a priority.
- Employers must empower workers through shared-decision making with or without a union.
- Businesses out to invest in developing commercial job-specific materials. Give publishers direct input.
- Employers should allow workers to take classes on a shared company time. (i.e., one-hour paid, one-hour on own time.)
- Education and training programs must become a lifelong entity of the business.

"Many education researchers and economists say the lack of basic literacy and mathematical skills has caused costly mistakes, reduced productivity, and led to accidents. For example, the Metal Fab Corp., estimates that it could save up to \$1.2 million a year if its employees had stronger mathematical and reading skills. Because some employees have trouble measuring, the company's level of wasted material is higher than it should be. In addition, workers too often have trouble reading blueprints, forcing the plant to redo orders and pay overtime."

New York Times, April 27, 1988

Education

The unspoken promise that society makes to all our children is that they will be afforded a free public education that will prepare them for the future. However, a free high school diploma guarantees only a limited future at best.

It is the educational institutions that provide the foundation on which employers must build a quality work force. Therefore, the education system in New York State must be a vital link in the chain of institutions which are held responsible for an adequately skilled workforce.

The very forces that are affecting our economy and workplace are those that must force our education system to engage in major restructuring. Many exploratory and experimental efforts of this nature are underway; however, they are the exception not the norm.

"The condition of education in America is bad, if not atrocious. This has become a cause for national concern mainly because of its implications for productivity... That is all to the good. But improving education is mainly about our society's quality of life. We should not be satisfied to be a country that is getting richer faster while the people are getting more and more ignorant."

*Herbert Stein, Chairman of the Council
of Economic Advisors under
Presidents Nixon and Ford*

Changes need to take place to ensure a secure, literate, well-educated nation, as well as a quality workforce in the next century. It is important to note that 75 percent of our workforce is currently working and will be minimally affected by any changes in the current education system. Therefore, the responsibility of educating the current workforce is that of Workplace Learning Programs and adult education. However, the elementary and secondary education system must reform now in order to insure that today's students learn how to learn and acquire skills necessary for the changing workplace of tomorrow.

This is not to suggest that children be trained for specific jobs. With the rapidly changing nature of work those jobs will not be there when they graduate. Research suggests that children taught to be flexible learners who can apply what they already know to new information or new situations and "self-teach". Learning to analyze a situation, and research questions properly in order to link background knowledge with new knowledge, and assimilating the new information with what they already know is learning at its best at school and on the job. Producing students who are empowered to learn will ensure a more highly skilled workforce of the future.

- The main goal of education should be to prepare the students to be perpetual learners by teaching them how to learn.
- Public schools should become "community schools" from 6 a.m. to 11 p.m. by offering an array of public services in a one-stop shopping atmosphere and classes which encourages everyone to be a lifelong learner.
- Every school district should have a community committee where a person from every sector of that community is represented so that the school is hearing the ideas and needs of all.
- Schools should recruit more volunteers from the community to get involved in reading to the elementary children on a one-to-one basis and talking to high school students about their jobs and what skills they need to acquire in school in order to accomplish them.
- High school guidance counselors must have access to accurate and updated labor market information for the entire state enabling them to properly place students where their skills match the job.
- Students, especially those at risk, must see the direct correlation between learning a skill and using it in real life. More real life application of skills must take place during the school day.

Federal And State Government

According to the report "Investing in People, 1989", between 1978-88, federal expenditures on federal, state and local education and training programs fell from 0.85 percent to 0.45 percent of the Gross National Product. This low funding level makes it impossible to serve all those in need. The report also stated that "for every three adults now enrolled in ABE programs, there is one on a waiting list." It is estimated that this waiting list could be eliminated at \$64 million a year.

Given the current crisis in our workforce, how can we afford to tell people that want training and need it to keep their jobs that we do not have room for them?

- Response and investment to the workforce skills crisis must be paralleled to that of the U.S. Government's response to Sputnik in 1957 when they realized they were losing the space race. We are losing the skilled workforce race and it is time for the State and Federal governments to respond with increased spending on research and development in the field of adult education.
- When the federal government passes laws requiring new certification exams and credentialing (i.e., nurses aide and commercial drivers license) they must provide funding sources so that workers can receive the education and training necessary to pass the new paper and pencil exam which they are forced to take or lose their jobs.
- Federal government must require states to develop a comprehensive networking system of all agencies involved in adult education and training programs so that the right hand knows what the left hand is doing and services and funding are optimally used by all in need.

Summary

The recommendations above should be considered at great length by each agency. However, no problem is successfully solved without a comprehensive and thoroughly examined solution. Statewide, steering committees consisting of representatives from labor, education, business and the legislature must convene to oversee and give direction to state initiatives toward establishing a set of comprehensive lifelong learning goals for all adult education service providers.

Governor Mario Cuomo, in his 1990 State of the State Message, called for a "Global New York" initiative that would make New York State first among the 50 states in trade and first as a location for productive and beneficial foreign investment. Since New York State has the eighth largest economy in the free world and is the most diverse and dynamic international trading state with long and deep ties to foreign business, labor, government and academia, this is an attainable goal.

However, the only way this will succeed is if New York State has a world class workforce. The workers of today must possess the knowledge and skills required of the workplace of tomorrow. This is paramount if New York State is going to compete in a global economy.

The New York State Government must therefore make achieving a world class workforce an active state priority. As Governor has indicated in his 1990 message to the Legislature: "I will ask the Regents to reach out to the State agencies concerned with economic development, labor, social services, health and related issues to design and implement a program that will ensure a broad involvement of the public in development of goals that will ensure that our students and the members of our labor force are as well educated and trained as any in the world."

Depending on or waiting for all individual employers to invest, labor unions to successfully negotiate education and training agreements on their own, the education reform movement to change our schools, or our "Education President" to provide leadership is not good enough! All of these entities have an obligation to work together collaboratively, using their jurisdictional powers to aide our nation toward its much-needed survival goal of a literate, well-trained and continuously educated workforce which will invariably meet the ever-changing demands of the workplace.

"The quality of the American work force is a critical determinant of continued national economic and social progress. As other industrial nations gain access to the same physical and financial resources that the United States has long enjoyed, continued economic growth depends increasingly on the superior quality of the nation's human resources"

*Tomorrow's Workforce
1989 National Alliance of Business*

● NOTES ●

APPENDIX

Survey of New York State Workplace Learning Programs

Part I

(To be completed by all affiliates)

General Information

1. International union and local number: _____
2. Employer name(s): _____
3. Name of person completing survey: _____
4. Position: _____
5. Contact person: _____ Phone: _____
Address: _____
 Street Town/City State Zip
6. Total membership: _____
- 7a. What is your Central Labor Council? _____
- b. Are you affiliated? ☐ Yes ☐ No
8. Have your members experienced any problems in your workplace that you could attribute to lack of education, training, or literacy skills?
☐ Yes ☐ No If yes, Explain _____
9. Which of the following skill areas do you feel your members are in need of?
Check as many as apply

☐ reading/comprehension	☐ writing skills	☐ oral communication
☐ math computation	☐ problem solving	☐ English as a second language
☐ job skills upgrading	☐ computer literacy	☐ other (please specify) _____
- 10a. Can the NYS AFL-CIO assist you in any of the following ways?

☐ develop a needs assessment	☐ technical assistance	☐ information on other WPLP's
☐ assistance in setting up a program	☐ securing funding	☐ other Explain _____
- 11a. Do you have a Workplace Learning Program of any type? ☐ Yes ☐ No
- b. Are there educational/literacy programs in your area?
☐ Yes ☐ No If so, describe _____
- c. Does your international union offer educational/literacy programs?
☐ Yes ☐ No If so, describe _____

If you have a program, complete Part 2. If you do not have a program, complete Part 3

Part 2

For unions with a Workplace Learning Program please complete the following.

Program Characteristics

1a. List the types of classes you offer. Use specific titles where appropriate. _____

b. Indicate whether they are sponsored by the union (u), management (m), or joint union-management (j).

c. Was this established through collective bargaining? ☐ Yes ☐ No

d. Which do you find most effective (union, management or joint)? Circle one
Why? _____

2a. When (dates and times) are the classes offered? _____

b. Where are they offered? _____

	Union	Management	Joint
Who is responsible for daily coordination			
To what degree are each satisfied with your program			
Workers are accountable to			
Number of coordinators for the program			
Percent of the above person(s') time spent on the program			
Percent of the overall program budget spent on above staff			

3. When completing the following chart, use checks and specific comments where appropriate.

4a. Are other organizations involved in your program (ie; colleges, unions, BOCES, businesses, etc.)

b. What role do they play? (Space, instructors, in-kind support, technical, administrative, etc.)

5a. Do you have a program advisory committee?

☐ Yes

☐ No

b. What is its structure and membership? _____

c. When and how often do they meet? _____

d. What power or authority do they have? _____

Program Recruitment

- 1a. What have you found to be the most effective way to promote your classes? (Please attach copies of your promotional materials). _____
- b. Who is eligible to participate? _____
2. Do your members attend classes on company time, their own time, or a combination of both? (Circle One)
- 3a. What percentage of those who enroll complete the program? _____
- b. For what reasons do people drop out? _____
4. Are your classes voluntary?
☐ Yes ☐ No If no, who directs a person to attend? _____
5. Are there incentives for attending classes?
☐ money ☐ promotion ☐ college credit
☐ release time ☐ certificate ☐ other specify _____
- 6a. How many students have completed your program (specify by year)? _____
- b. Total hours of instruction for each year. _____

Instruction

- 1a. List pre- and post test assessments used. (Include samples of teacher made assessments).

- b. Have you found them helpful? _____
- 2a. What instructional materials do you use? _____
- b. Which ones would you recommend and why? _____
- c. Which ones would you not recommend and why? _____
3. Regarding your instructors:
 - a. What qualifications are required? _____
 - b. How and from where are they recruited? _____
 - c. How many are there? _____
 - d. What is their typical class size? _____
 - e. How many classes/hours do they typically teach? _____
 - f. Who pays them? _____
 - g. How much are they paid? _____
 - h. Do they have other benefits? _____

Program Evaluation

1a. Are you satisfied with your program?

☐ Yes ☐ No Explain _____

b. What recommendations would you have for improving it? _____

2a. When developing our model program(s), what would you recommend be included in it? _____

b. What would you suggest be avoided? _____

3. What major obstacles or problems does the program have? _____

4. What are your future plans for the program? _____

Part 3

For those who **do not** have Workplace Learning Programs

1. Do your members need a Workplace Learning Program?

☐ Yes ☐ No Explain _____

2. Would your members take advantage of a Workplace Learning Program?

☐ Yes ☐ No Explain _____

3a. Has your union ever been involved in a Workplace Learning Program of any type?

☐ Yes ☐ No Explain _____

b. Why was it discontinued? _____

4. What type of program would your local prefer? (Please circle) Union sponsored, management sponsored, joint union-management.

5. Do you know of any agencies in your area that would be helpful to you in setting up a Workplace Learning Program (BOCES, Community College, High School, etc.)?

☐ Yes ☐ No If yes, who and how could they help? _____

6. Are you interested in starting a Workplace Learning Program?

☐ Yes ☐ No Explain _____

Contact Dawn Krusemark for further assistance and/or information
New York State AFL-CIO Department of Community Services
100 S. Swan Street, Albany, NY 12210, (518) 436-8516

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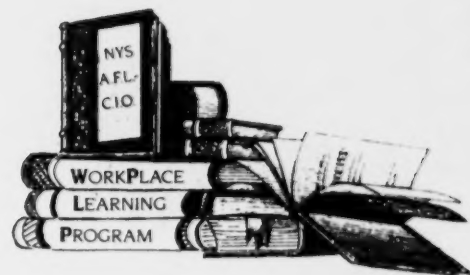
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